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ABSTRACT

This paper reports and discusses some of the results of a comprehensive survey of approximately 3,000 1985-90 graduates of 11 teacher education programs in the Northeast, Southeast, Midwest, and Southwest. Forty-nine percent graduated from 4-year programs, 36 percent from integrated 5-year programs, and 14 percent from fifth-year (graduate only) programs. A primary objective of the study was to assess graduates' academic qualifications, perceptions of teacher preparation programs, career commitment, job satisfaction, current practice, leadership positions, and perceived performance relative to colleagues. A second important objective was to investigate possible differences between graduates of 4- and 5-year programs. Results suggest that these recent graduates are academically well prepared, are highly regarded by their principals, have a strong commitment to teaching, favor nontraditional teaching methods, and have a strong sense of efficacy. Graduates of 5-year programs are more likely to remain in teaching, to say they plan to be teaching in 5 years, and to say they would choose teaching again. Five-year graduates are also more likely to have served as a curriculum developer, and they report greater discouragement over lack of time to work with colleagues. Analysis by institution indicates that principals' ratings are highest for graduates of integrated 5-year programs. A list of participating institutions, a map of their distribution, and a copy of the survey instruments are appended. (Contains 19 references.) (LL)

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# AN ELEVEN INSTITUTION STUDY OF FOUR-YEAR AND FIVE-YEAR TEACHER EDUCATION PROGRAM GRADUATES

PRESENTED AT THE ANNUAL MEETING OF THE ASSOCIATION OF TEACHER EDUCATORS

LOS ANGELES, CALIFORNIA

FEBRUARY 14-17, 1993

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**Abstract for "An Eleven Institution Study of Four-Year and Five-Year Teacher Education Program Graduates"**

**Thomas E. Baker and Michael D. Andrew**

This paper reports and discusses some of the results of a comprehensive survey of almost 3000 1985-90 graduates of eleven teacher preparation programs in ten states in the Northeast, Southeast, Midwest, and Southwest. Over two-thirds of the respondents gave permission to have their principals contacted as well in order to complete a survey of teaching effectiveness. Forty-nine per cent graduated from four-year programs, 36% from integrated five-year programs, and 14% from fifth-year (graduate only) programs. A primary objective of the study was to assess graduates' academic qualifications, perceptions of teacher preparation program, career commitment and satisfaction, current practice, leadership positions, and perceived performance relative to colleagues. A second important objective was to investigate possible differences between graduates of four-year and five-year programs. Results suggest that these recent teacher education graduates are academically well prepared, highly regarded by their principals, have a strong commitment to teaching, favor non-traditional teaching methods, and have a strong sense of efficacy. Graduates of five-year programs are significantly more likely to have entered the profession, to have remained in teaching, to say they plan to be teaching in five years, and to say they would choose teaching again. Five-year graduates are also more likely to have served as a curriculum developer, and they report greater discouragement over lack of time to work with colleagues. Analysis by institution shows that principals' ratings are highest for graduates of integrated five-year programs.

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# AN ELEVEN INSTITUTION STUDY OF FOUR-YEAR AND FIVE-YEAR TEACHER EDUCATION PROGRAM GRADUATES

Thomas E. Baker
Austin College

## Objectives and Perspectives

The objective of this paper is to describe and discuss some of the results of a comprehensive study of the characteristics of recent teacher education graduates from eleven institutions in ten states. (For a list of participating institutions and a map of their distribution, please see the Appendix.) While they differ in size and affiliation, all of these institutions have been involved in recent innovative efforts to restructure and strengthen their teacher education programs. Eight of the eleven colleges and universities offer integrated five-year programs, while others offer fifth-year programs or four-year options. Nearly 3000 1985-90 graduates were surveyed on the following dimensions: 1) demographic and academic data; 2) perceptions of teacher preparation programs; 3) description of current position; 4) perceived self-efficacy; 5) career decision-making; 6) career satisfaction; 7) current practice; 8) leadership positions; 9) perceived performance relative to colleagues. In addition, approximately two-thirds of the respondents agreed to be evaluated by their principals along similar dimensions. (Please see the Appendix for copies of the questionnaires.)

A primary objective of the study was to assess graduates' academic qualifications, as well as their commitment to the profession, sense of efficacy, and preferred teaching techniques. Conventional wisdom and the popular press often suggest that teacher education graduates are academically weak, that their commitment to entering and remaining in the profession is tenuous, that they tend to denigrate their professional education, and that once in the classroom, they quickly

become disillusioned and usually revert to limited, traditional teaching methods. Research tends to bear our some of those assumptions. Henry (1986) found that 15% of teachers leave the classroom after the first year and 60% leave after five years. The 1991 Metropolitan Life Survey of first year teachers reports that 83% of beginning teachers strongly agreed that they could "make a difference in the lives of students." After one year of teaching, only 68% strongly agreed with that statement. About 20% of teachers who have completed a year of teaching plan to leave the profession, according to the 1992 Metropolitan Life Survey.

Another important objective of this project was to determine whether there are significant differences between graduates of four-year programs and those who completed five-year programs. The last decade and a half has seen calls for the improvement and professionalization of teacher education through the extension of traditional four-year programs and the expansion of field experiences and internships ( Howsam, Corrigan, Denemark and Nash, 1976; Smith, 1980; Boyer, 1983; Carnegie Forum on Education and the Economy, 1986; Holmes Group, 1986). Featherstone's research (1992) suggests that a five-year program including an internship with university supervision may help novice teachers weather the problems often reported by beginners -- feelings of isolation, discipline and management concerns, making instructional decisions, and communicating with parents and administrators (Lortie, 1975; Veeneman, 1984; Odell, 1986). Through the continuing association with a teacher education program, interns would be more likely to connect previous learning to their intense first-year experience, and to reflect on and develop their identity as a teacher.

While there seemed to be limited interest in extended programs several years ago ( Baker, 1984; Monohan, Baker, MaCauley, Pine and Sagness, 1983), a growing

number of institutions have implemented them in the last few years. If graduates of these new programs differ in significant ways from graduates of traditional undergraduate teacher education programs, there will be important implications for those who hire and supervise them ( Baker, 1990). To date, however, there has been meager evidence available on how -- or if -- extended programs make a difference in the preparation of teachers (Andrew, 1990; Armstrong, 1991). Two single-institution studies (White, 1986; Andrew, 1990) have suggested advantages for five-year program graduates. White found that at the end of their graduate internship, students' levels of professional concerns were more congruent with those of third or fourth year teachers rather than of first year teachers. Andrew reported significant differences between four-year and five-year program graduates at the same university in terms of entry rate into teaching, retention, satisfaction, and attitudes toward schools, colleagues, and students. Lewis and Kraus (1989) studied twenty-five four-year teacher education graduates and twenty-five graduates who entered the teacher certification program after earning the bachelor's degree. They found no significant differences between the two groups for scores on the state certification examination or for scores on the state appraisal instrument, although the authors note the limited size and scope of the study.

Methods and Data Source

Over a period of several months, representatives of the eleven institutions collaboratively developed, pilot tested, and refined comprehensive survey instruments for 1985-1990 teacher education graduates and their principals. The University of New Hampshire representative coordinated the investigation and the data analysis. Each institution provided a list of graduates as well as cover letters to the alumni and to their principals. Of the 2906 graduates contacted in the spring of 1991, a total of

1394 returned valid instruments, after follow-ups, for a 48% response rate. Sixty-eight per cent of all respondents agreed to have their principals contacted. Seventy per cent of those principals returned valid instruments.

## Results

The results of a thirty-five item alumni instrument and a thirty-four item principal instrument, including several multiple-response items, cannot be presented in voluminous detail within the confines of this paper. Instead we will focus on salient findings and some of their possible implications.

### *Profile of Graduates*

Not surprisingly, the respondents are young. The mean age at time of response was 28 and the median 26. Eight-seven per cent are women, 13% are men. Forty-four per cent have completed a master's degree. The mean reported undergraduate GPA is 3.31. For graduate work, the mean GPA is 3.68. Mean standardized test scores are strong (SATV=547; SATQ=574; ACT/COMP=25), but must be viewed cautiously since only about 39% of the respondents reported scores.

Forty-nine per cent completed a four year certification program, 36% an integrated five-year program, and 14 % a graduate-only (fifth-year) program. Eighty-three per cent of the respondents took teaching jobs after graduation, and 84% of those ( or 72% of the total sample) are currently teaching. The mean length of time that they have taught is 2.67 years. The median is 2 years. Approximately 57% of the respondents were certified as elementary teachers, 43% as secondary. Twenty-five per cent teach in urban districts, 27% in rural districts, and 48% in suburban districts. They report an average of 1.54 incomes per household with an annual mean of $38, 977.

When asked about their career choice and future plans, 79% say they plan to be teaching in five years, 61% say they will be teaching in ten years. Fifty-one per cent report deciding on a teaching career between the ages of 18 and 20. The next most frequent time of choice was childhood, and the third was about 35 years of age. Seventy-two per cent reported that they would choose teaching if they had it to do over again.

Respondents were asked to rate 23 factors that influence their thinking about teaching on a five-point scale from very discouraging to very encouraging. The six most encouraging were as follows:

| | very encouraging | somewhat | total |
|---|---|---|---|
| 1. involvement with children | 67% | 29% | 96% |
| 2. ability as a teacher | 52% | 42% | 94% |
| 3. desire to make a social contribution | 51% | 39% | 90% |
| 4. love of subject | 50% | 39% | 89% |
| 5. sense of achievement | 41% | 47% | 88% |
| 6. daily variety | 28% | 49% | 77% |

The six most discouraging factors were the following:

| | very discouraging | discouraging | total |
|---|---|---|---|
| 1. salary | 21% | 44% | 65% |
| 2. students' attitudes toward school | 15% | 45% | 60% |
| 3. status, prestige | 19% | 32% | 51% |
| 4. advancement opportunity | 14% | 31% | 45% |
| 5. students' attitudes toward teachers | 10% | 34% | 44% |

| | | | |
|---|---|---|---|
| 6. time to work with other teachers | 11% | 33% | 44% |

When asked to respond to a series of belief statements, three items yielded particularly interesting results:

| | agree | ? | disagree |
|---|---|---|---|
| When it comes right down to it, a teacher can't do much because most of a student's motivation and performance depends upon his/her home environment. | 16% | 11% | 73% |
| If I really try hard, I can get through to even the most difficult or unmotivated students. | 51% | 27% | 22% |
| If the students in my class become disruptive, I know how to redirect them. | 85% | 12% | 3% |

Item 35 asked, "Do you feel that you stand out in any way among teachers at your school?" Seventy-seven per cent of the respondents said yes, 23% no.

The graduates were asked to rate on a five point scale how often they used 18 various teaching strategies in their classrooms. The most favored were:

| | |
|---|---|
| critical thinking | 3.78 |
| problem-solving | 3.70 |
| cooperative learning | 3.70 |
| writing process | 3.68 |

The least used strategies were:

| | |
|---|---|
| mastery learning | 2.19 |
| student-initiated planning | 2.71 |

lecture 2.87

*Principal's Responses*

This sample of principals tended to rate these recent teacher education graduates high on 35 items related to teaching and school leadership. In fact, when asked, "Compared to teachers of similar teaching experience, please rate this teacher's performance," 59.3% indicated the top quartile and 29.2% the second quartile. Despite the tendency of the principals to give these young teachers very high ratings in general, there are clearly more highly rated and less highly rated items. The ten items on which these teachers were rated highest by their principals are as follows:

1. Demonstrates commitment to teaching.
2. Shows interest and enthusiasm in work.
3. Demonstrates knowledge of subject area.
4. Acts in a professional and ethical manner.
5. Is considerate and fair in relations with pupils.
6. Tries new ideas.
7. Value's student's ideas.
8. Practices and encourages democratic principals.
9. Teaches in a clear, logical manner.
10. Stimulates students' interest. (tie)
10. Effectively seeks and uses feedback to improve teaching. (tie)

The ten items on which the principals rated the graduates lowest were, from lowest to

tenth lowest, the following:

1. Takes professional leadership positions beyond the school.
2. Shows leadership in staff development.
3. Makes effective use of community resources.
4. Exhibits skill in managing class.
5. Shows leadership qualities among peers.
6. Shows leadership in curriculum development.
7. Teaches thinking and study skills necessary for independent learning.
8. Maximizes instructional time on task.
9. Works effectively with exceptional children in the regular classroom.
10. Functions as an effective change agent.

Given the youth and limited experience of this sample, the low rankings for leadership beyond the classroom should not be surprising. Responses to the classroom management item will be discussed below. Analysis of the principals' data is continuing. Factor analysis has yielded three factors: leadership, instruction, and interpersonal/professional. Initial analysis found no significant differences between principals' ratings for four-year and five-year graduates. However, analysis by institution has shown that principal's ratings for graduates of integrated five-year programs cluster at the top. The investigators plan to report on this further analysis in the near future.

*Comparisons of 4-Year and 5-Year Graduates' Responses*

Initial analysis of the responses of four-year and five-year or fifth-year graduates

indicates some significant differences on various dimensions. $Chi^2$ analysis of the following items, which taken together may indicate commitment to the profession, showed a significantly higher proportion of extended program graduates answering yes:

Did you enter the teaching profession? ( p< .0000)

Are you currently teaching? ( p< .00005)

Would you choose teaching again? ( p< .007)

Will you be teaching in five years? ( p< .008)

On item 29, responses to factors influencing current thinking about teaching were analyzed by means of a two-tailed t-test. Respondents were asked to rate sub-items on a five-point scale from very discouraging ( 1) to very encouraging (5). Extended program graduates rated "love of subject(s)" significantly higher (more encouraging) than did four-year graduates ( p< .03). However, extended program graduates gave significantly lower ratings (more discouraging) to six other sub-items than did their four-year program colleagues:

Students' attitudes toward school. ( p< .002)

Advancement opportunity. ( p< .002)

Status and prestige. ( p< .0001)

Sense of achievement. ( p< .007)

Students' attitudes toward teachers. ( p< .004)

Time to work with other teachers. (p< .006)

Item 30 asked respondents to indicate how often they use 18 various

instructional or management strategies on a five point scale from 1 (never) through 5 (always). Intriguingly, extended program graduates were more likely than four-year graduates to lecture ( $p < .001$), although both groups said they rarely used lecture (2.97 and 2.77). On the other hand, four-year graduates said they use the following teaching strategies more often than do the five-year graduates:

Experiential learning. ( $p < .002$)

Student initiated planning. ( $p < .0001$)

Discovery learning. ( $p < .0001$)

Assertive discipline. ( $p < .017$)

Independent study. ( $p < .009$)

Item 32 asked respondents to rate, on a five point scale, their degree of agreement with seven statements about teaching. Three of these items revealed statistically significant differences. Extended program graduates were more likely to agree that, "Showing concern for students is critical for learning" ( $p < .029$), and, "Using all available class time for academics is critical for learning" ( $p < .024$), but were less likely to agree that, "If I really try hard, I can get through to even the most difficult or unmotivated student" ( $p < .004$). $Chi^2$ analysis of item 33 showed that five-year program graduates were significantly more likely to have functioned as a curriculum developer ($p < .00125$).

Discussion

It goes without saying that self-reporting via a questionnaire has serious limitations, as does the evaluation of teachers by their principals' ratings. Nevertheless, this study has revealed (and, we hope, will continue to reveal)

interesting and suggestive information about recent graduates of teacher education programs from a variety of institutions throughout the United States. The overwhelming percentage of women in the sample (87%) is perhaps surprising, especially considering that all eleven institutions are co-educational. Conventional wisdom has held that as more opportunities are available for women in business and the other professions, a smaller proportion of women will seek careers in teaching. These data do not seem to support that hypothesis.

Academically, these graduates appear to be well prepared. A mean undergraduate GPA of 3.31 is certainly *not* "the bottom of the barrel," as some critics of teacher education have glibly charged. Although self-reporting is suspect, the principals' ratings strongly support the evidence that these young teachers are well-educated and that they understand the content they teach. Of the 34 items on the principals' survey, item 12, "Demonstrates knowledge of subject area," is rated third highest.

A teaching certificate has often been viewed as "something to fall back on." That does not seem to be the case for this sample. Eighty-three per cent took teaching jobs after graduation, evidence of a strong initial commitment to the profession. Almost four-fifths of the sample expect to be teaching in five years and over 60% say they will be in the classroom in ten years. While we cannot tell from this questionnaire, it is possible that some of those who think they may leave teaching in five or ten years will only be taking a temporary leave, or may hope to move to another position in education. Again, principals' ratings tend to corroborate graduates' responses. The two top-ranked items from the principals' survey are, "Demonstrates commitment to teaching," and, "Shows interest and enthusiasm in work." Teacher educators and their institutions should take note of the fact that most of these graduates chose teaching

during their freshman or sophomore year.

Not surprisingly, graduates are most encouraged by aspects of teaching over which they have control and most discouraged by those over which they have little or no control (item 29). However, responses to three items in particular suggest a strong sense of efficacy. Item 32 asks respondents to agree or disagree with seven statements on a five point scale. Responses to 32.a. indicate that these recent graduates take responsibility for motivating students and improving their performance rather than blaming "home environment" for school problems. Seventy-three percent disagreed while only 15.6% agreed that, "When it comes right down to it, a teacher can't do much because most of a student's motivation and performance depends upon his/her home environment." The overwhelming majority does not express cynicism or helplessness. Some may point out that almost half of the respondents are teaching in suburban districts while only 25% are in urban districts where challenges are often greater. An analysis by type of district may prove illuminating on this item. In any case, it is encouraging that fewer than sixteen out of a hundred respondents were willing to "blame the victim" for teaching and learning problems. Similarly, though somewhat less strongly, respondents to item 32.d. tend to feel that if they try hard enough, they can reach even the most difficult student -- 50.9% agree, 22.5% disagree, and 26.6% are unsure.

It is a commonplace that young teachers have not been adequately trained in classroom management and that many of them do not feel secure about discipline. Yet when presented with the statement, "If students in my class become disruptive, I know how to redirect them," 84.7% agreed and a mere 2.9% disagreed. These recent graduates evince a great deal of confidence in their ability to handle discipline problems. It is rather startling, then, to note that principals rate "Exhibits skill in

managing class" fourth *lowest* ! One can only speculate on this discrepancy. It could be that although young teachers feel more successful with discipline than they expected to, they do not yet meet principals' expectations. Perhaps while establishing themselves, newer teachers tend to have more contact with principals regarding discipline than do experienced teachers, leading to the assumption that they are not as competent in classroom management as in other areas. On the other hand, it is possible that the principals were influenced by something of a "reverse halo" effect. Everyone "knows" that inexperienced teachers have more discipline problems than veterans, so, not wanting to rate the teachers very high on every item, they rate them lower on management. In any case, this dissonance warrants further investigation. It is encouraging to see the respondents express confidence in their efficacy, but we hope that confidence is grounded in reality. Perhaps, though, it is more important that young teachers perceive themselves to be strong, capable, even *outstanding*, and recent graduates of these programs clearly do. A whopping 77% said yes when asked, "Do you stand out among teachers at your school?" Such confidence may provide a solid base for reflection and professional growth.

The graduates' reported use of various teaching strategies suggests a preference for non-traditional, open-ended, interactive approaches. Favorite strategies include critical thinking, cooperative learning, problem solving, and the writing process. Their least favorite are lecture and mastery learning, more convergent approaches that limit teacher-student and student-student interaction. We can surmise that the more innovative approaches now widely discussed in the current literature, and presumably in these teacher education programs, are being adopted by recent graduates. Ideally, of course, follow-up observations would be done to verify these reports. The principals' responses, however, strongly suggest that these teachers do

in fact try new ideas, value democratic classroom practices and student ideas, stimulate student interest, and seek feedback to improve their teaching.

Comparisons of the responses of four-year and five-year program graduates are interesting but inconclusive. It should be remembered that with a sample this large, small differences between groups may be highly significant statistically. Still, it seems clear that graduates of extended programs in this sample show a stronger commitment to entering and remaining in teaching. Whether this commitment preceded or resulted from the extended program cannot be determined here. We would speculate that it involves an interaction of several factors. In any case, prospective employers may be well advised to take note of this distinct difference between four-year and five-year program graduates.

Extended program graduates are also more likely to have been involved in curriculum development than their four-year counterparts. Perhaps this reflects the significantly higher rating they give to "love of subject(s)" as a source of encouragement in their career. It is interesting that five-year graduates are somewhat more discouraged by "students' attitudes toward school," perhaps again reflecting their greater devotion to subject matter. Whether love of subject drew five-year students to programs that emphasized a liberal arts foundation, or whether greater time spent in undergraduate liberal arts courses led to greater appreciation of -- and confidence in -- subject matter knowledge, is difficult to say. Again, we suspect an interaction of factors.

Five-year graduates also seem to be more ambitious than undergraduate-program alumni and more eager to collaborate with colleagues. Although they seem to be more committed to staying in teaching, they are also more discouraged by " [lack of] time to work with other teachers," "opportunity for advancement," "status and

prestige," and "sense of achievement" in their chosen profession. These findings suggest that graduates of five-year programs may be good candidates for additional responsibilities, professional development activities, and collaborative curriculum development projects early in their careers.

Differences in preferred teaching strategies are interesting and somewhat puzzling. As noted above, five-year graduates were slightly more likely to lecture ( $p < .001$), but neither group said they lectured much, both rating that strategy near the bottom. Looking at those strategies that elicited statistically significant differences, four-year graduates seem slightly more likely to use innovative, student-centered approaches -- experiential learning, student initiated planning, discovery learning, creative learning, and independent study. At the same time, five-year graduates are less likely to use "assertive discipline," a classroom management approach adopted system-wide by many school districts in the last few years. These results at first suggest, though far from conclusively, that graduates of five-year programs are more traditional in their classroom teaching techniques than four-year program graduates, but may be more independent and individualistic in their approach to classroom management. It could be argued that the five-year graduates greater love of subject matter leads to a more traditional approach, but certainly love of subject and student-centered approaches are not mutually exclusive. Moreover, a closer look indicates that, except for critical thinking, writing process, and concept attainment, five-year graduates tended to rate their more favored methods somewhat lower than did four-year graduates. In short, their ratings clustered closer to the middle, "sometimes," rather than toward "always," suggesting that *perhaps* they responded to the items more reflectively, avoiding the extreme.

There may be important correlations between level taught and strategies

preferred. It may be informative to compare the percentage of elementary and secondary teachers in each group. Initial analysis did not reveal striking differences between graduates of integrated five-year programs and graduate-only (fifth-year) programs, but this factor may be worth investigating further in more detail as well.

The most resounding difference between four-year and five-year program graduates in this sample is in what may be called "commitment to the profession." Five-year graduates are significantly more likely to enter teaching and remain in the profession, information that should be noted by policy makers in both k-12 and higher education.

## Conclusions

This large study of recent teacher education graduates from eleven geographically diverse institutions suggests that these young teachers are academically solid, have a strong commitment to teaching, favor non-traditional teaching approaches, have a strong sense of efficacy and self-confidence in the classroom, and are highly regarded by their principals. Several interesting, suggestive differences were discovered between four-year and five-year program graduates, with the clearest differences coming in the area that may be characterized as commitment to the profession -- entry, retention, curriculum development, and the desire to collaborate with colleagues. The investigators should continue to "mine" and analyze the large amount of data generated by the study. Ideally, follow-up observations or in-depth interviews may illuminate the validity of this study's findings.

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# APPENDIX

## COLLABORATING INSTITUTIONS

Austin College

Drake University

Oakland University

Texas A & M University

University of Florida

University of Kansas

University of Nebraska-Lincoln

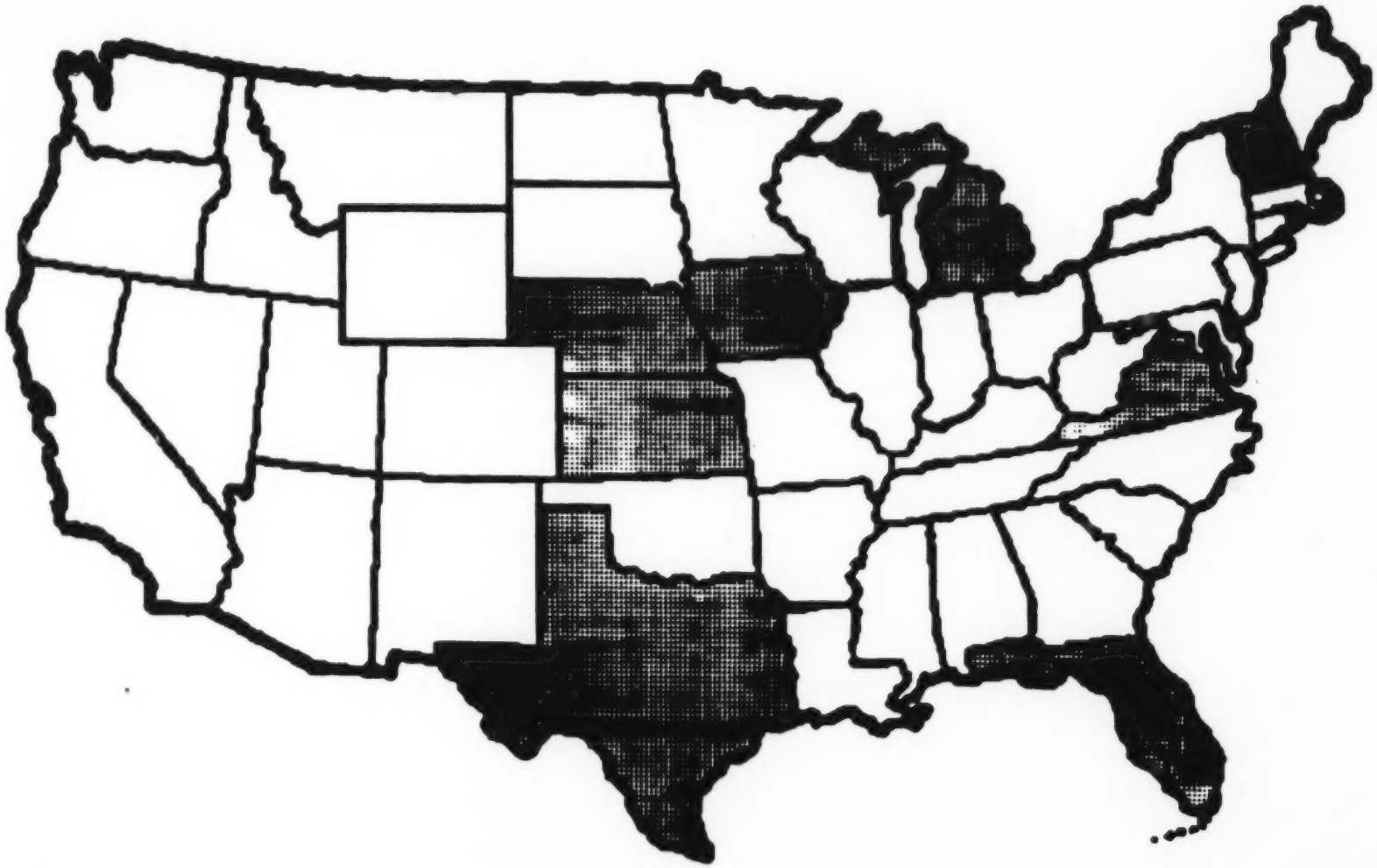
University of New Hampshire

University of Rhode Island

University of Virginia

University of Vermont

( Bailey, 1992)



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## SURVEY OF GRADUATES
## TEACHER EDUCATION PROGRAM

1. Age? _____ 2. Gender? male _____ female _____

3. Do you have children? yes _____ no _____ If yes, how many? _____
   Ages? _____

4. How many incomes does your household have? _____
   Approximate total income? _____

5. Undergraduate: degree? _____ year? _____ major? _____ institution?_____
   Graduate: degree? _____ year? _____ major? _____ institution?_____

6. Test Scores (if available):
   SAT: verbal _____ quantitative _____; ACT: _____;
   GRE: verbal _____ quantitative _____ analytical _____; NTE: _____;
   MAT _____; Other: Test _____ Score _____

7. Grade point average on a 4.0 scale: undergraduate? _____ graduate?_____

If you have not taught beyond student teaching or internship, please go to Question 14.

8. Teaching Positions beyond student teaching or internship:

| Position | Grade Level | Subject | School | City | State | Year |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

9. Is the school district in which you teach or last taught:
   rural?_____ suburban?_____ urban?_____

10. Circle the number of years you have taught since becoming licensed:
    1 2 3 4 5 6 7 8

11. Are you currently teaching? Yes _____ No _____

12. How many students are in your school?
    under 100_____ 100 - 500_____ 500 - 1000_____ 1000 - 3000_____ over 3000_____

13. Choose the number which best describes the situation at the school in which you teach or have most recently taught:

| Never | Rarely | Sometimes | Often | Always |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

_____ Sufficient time is available for teachers to meet, plan, coordinate, share ideas, etc.

_____ Leadership is displayed by teachers.

_____ There is curriculum coordination across grade levels.

_____ Teachers are involved in curriculum development.

_____ Teachers are encouraged to act independently.

_____ Teachers are encouraged to work collaboratively.

14. Current occupation if not teaching: _____

15. Circle the year you completed internship/student teaching:
'84 - 85 '85 - 86 '86 - 87 '87 - 88 '88 - 89 '89 - 90 other_____

16. How many weeks did you spend as an intern or student teacher?
0---4---6---8---10---12---16---24---32---more than 32

17. Did other student teachers/interns work in your school during your internship/student teaching? yes_____ no_____ If yes, how many?_____

18. While enrolled in internship or student teaching were you an:
undergraduate?_____ graduate student?_____ not a student?_____

19. Did you have school-based teaching experience prior to internship/student teaching?
yes____ no____ If yes, describe_____ Total number of weeks_____

20. Check the teacher preparation program in which you were/are enrolled:
Undergraduate _____ Undergraduate-graduate(integrated) _____
Graduate_____, If graduate, what degree?_____
Have you completed your program? yes_____ (date) no_____ (anticipated date)

21. Have you completed your teacher licensure program? yes _____ no _____
Area of license/certification?_____State?_____

22. Have you sought/are you seeking another degree? yes _____ no _____
If yes, degree?_____ Area?_____Institution?_____

23. What attracted you to your current position?_____

24. Was teaching your first choice of career? yes _____ no _____

25. At what age did you decide upon education as a career?_____

26. Did you previously pursue another career(s)? yes _____ no _____

27. If you could start again, would you choose education as a career? yes ___ no ___

28. Do you still plan to be teaching in 5 years? yes ____ no _____ ;
in 10 years? yes ____ no _____

29. Please rate the importance of the following factors in influencing your current thinking about teaching.

| Very discouraging | Somewhat discouraging | Does not influence me | Somewhat encouraging | Very encouraging |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

_____ salary
_____ type of people found in education
_____ desire to make a social contribution
_____ freedom on the job
_____ love of subject(s)
_____ ability as a teacher
_____ school vacations
_____ students' attitudes toward school
_____ respect of peers
_____ compatibility of school and family
_____ daily variety
_____ opportunity to influence the profession
_____ involvement with children
_____ advancement opportunity
_____ status and prestige
_____ school environment
_____ job security
_____ sense of achievement
_____ students' attitudes toward teachers
_____ recognition by supervisors
_____ amount of influence in school
_____ length of work day
_____ time to work with other teachers

30. How often do you use the following approaches/activities in your classroom?

| Never | Rarely | Sometimes | Often | Always |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

_____ writing process
_____ critical thinking
_____ concept attainment
_____ experiential learning
_____ individualized instruction
_____ student initiated planning
_____ learning styles
_____ teacher lecture
_____ discovery learning
_____ direct instruction
_____ creative learning
_____ problem-solving
_____ cooperative learning
_____ mastery learning
_____ assertive discipline
_____ independent study
_____ community resources
_____ peer teaching/ tutoring

31. List your favorite teaching methods/activities: _____

_____

32. For each of the following statements, please indicate your response:

| Strongly disagree | Disagree | Unsure | Agree | Strongly agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

_____ When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.
_____ Showing concern for students is critical for learning.
_____ Using all available class time for academics is critical for learning.
_____ If I really try hard, I can get through to even the most difficult or unmotivated student.
_____ Using a variety of teaching methods is critical for learning.
_____ If students in my class become disruptive, I know how to redirect them.
_____ Maintaining good relations with parents is critical for learning.

33. How often do you function as a:

| Never | Rarely | Sometimes | Often | Always |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

_____ "lead teacher" on a team
_____ administrator
_____ committee head
_____ curriculum developer
_____ peer supervisor
_____ other _____

_____ department head
_____ workshop presenter
_____ cooperating teacher
_____ researcher
_____ beginning teacher mentor
_____ teacher union representative
_____ curriculum coordination

34. How often do you participate in the following activities?

| Never | Rarely | Sometimes | Often | Always |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

_____ Arrange to attend a professional conference or meeting.
_____ Share expertise with other teachers.
_____ Attempt to influence educational decisions in your district.
_____ Attempt to influence educational decisions in your school.
_____ After attending a meeting, share new knowledge with colleagues at faculty meetings.
_____ Feel at ease talking before 25 or more adults.
_____ Collaborate with colleagues to implement projects/new programs.
_____ Challenge rules/procedures when a professional issue is at stake.
_____ Seek feedback on your effectiveness as a teacher.
_____ Evaluate your own teaching performance.
_____ Take professional leadership positions beyond the school.

35. Do you feel that you stand out in any way among teachers at your school? yes _____ no _____. If yes, please list two or three skills, deficiencies, attitudes or abilities which make you stand out.

_____
_____
_____

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*Thank you for your help. We would like your permission to contact your principal to fill out a short survey. The purpose is to provide information concerning principals' perspectives of our graduates.* *All information provided by both you and the principal will be strictly confidential.*

36. _____ Yes, you have my permission to contact my principal. I realize that all information on this questionnaire and on the survey completed by the principal will be held in strict confidence. Only group data will be reported; individuals will not be identified.

Name _____

Signed_____ Date_____

Principal's name, address, phone:

_____
_____
_____



BEST COPY AVAILABLE

TEACHER EFFECTIVENESS SURVEY

University of _____Graduates
1985-1990

Please assist us in our study of teacher effectiveness by completing this survey about _____(name), who we understand is teaching at your school. He/She has given us permission to contact you for their evaluation. All information provided by you will be strictly confidential.

Part I - Overall Assessment

Compared to teachers of *similar teaching experience*, please rate this teacher's performance:

_____ 1st quartile (highest) _____ 2nd quartile _____ 3rd quartile _____ 4th quartile

Part II - Teacher Characteristics and Performance Behaviors

Please rate this teacher's performance in each area utilizing the following scale:

| very low | low | medium | high | very high |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

_____ 1. Demonstrates commitment to teaching.

_____ 2. Demonstrates competence in reading, writing, and mathematics.

_____ 3. Shows understanding of the purposes, organizations, and operation of the total education program of the school.

_____ 4. Acts in a professional and ethical manner.

_____ 5. Functions as an effective change agent.

_____ 6. Works effectively with exceptional children in the regular classroom.

_____ 7. Shows interest and enthusiasm in work.

_____ 8. Shows leadership in curriculum development.

_____ 9. Shows leadership in staff development.

_____ 10. Seeks professional growth opportunities.

_____ 11. Develops and maintains good relations with parents.

_____ 12. Demonstrates knowledge of subject area.

_____ 13. Plans and organizes lessons and activities effectively.

| very low | low | medium | high | very high |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

_____ 14. Relates students' physical, social, emotional, and intellectual development to planning and organizing instruction.

_____ 15. Cooperates with others in planning curriculum.

_____ 16. Effectively seeks and uses feedback to improve teaching.

_____ 17. Is flexible in adjusting plans to deal with unplanned events.

_____ 18. Teaches in clear and logical manner.

_____ 19. Values students' ideas.

_____ 20. Stimulates students' interest.

_____ 21. Employs a variety of teaching techniques.

_____ 22. Makes effective use of community resources.

_____ 23. Teaches thinking and study skills necessary for independent learning.

_____ 24. Maximizes instructional time on task.

_____ 25. Makes provisions to accommodate individual differences.

_____ 26. Effectively involves all students in learning.

_____ 27. Provides prompt feedback to students and assists them in the evaluation of their own growth.

_____ 28. Holds high but reasonable expectations.

_____ 29. Exhibits skill in managing class.

_____ 30. Practices democratic principles which show consideration for rights of others and encourages students to do the same.

_____ 31. Shows leadership qualities among peers.

_____ 32. Is considerate and fair in relations with pupils.

_____ 33. Tries new ideas.

_____ 34. Evaluates own teaching.

Part III - If this teacher stands out from your faculty in any particular way, please list skills, deficiencies, attitudes, or abilities which have come to your attention.

_____

_____

_____

THANK YOU FOR YOUR COOPERATION IN THIS STUDY!